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ABSTRACT

Resources in Education and the Current Index to Journals in Education were computer searched to identify documents and journal articles which discussed various methods of evaluating the effectiveness of alternative schools and also presented such evaluation studies. The bibliography covers the evaluation of alternative schools at both the elementary and secondary levels. For the purposes of this bibliography alternative schools are defined as: schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student-initiated learning process, inquiry-discovery approach, and shared problem solving and decision making. Each of the 62 references is abstracted and a subject index is provided. (MV)

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EVALUATION OF ALTERNATIVE SCHOOLS

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Evaluation of Alternative Schools

An Annotated ERIC Bibliography

Compiled by

Michele Touzeau Vollbrecht

April 1977

ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, AND EVALUATION
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PREFACE

The Educational Resources Information Center (ERIC) is operated by the National Institute of Education of the United States Department of Health, Education, and Welfare. It is an information system dedicated to the improvement of education through the dissemination of conference proceedings, instructional programs, manuals, position papers, program descriptions, research and technical reports, literature reviews, and other types of material. ERIC aids school administrators, teachers, researchers, information specialists, professional organizations, students, and others in locating and using information which was previously unpublished or which would not be widely disseminated otherwise.

The ERIC Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM) acquires and processes documents and journal articles within the scope of interest of the Clearinghouse for announcement in ERIC's monthly publications: Resources in Education (RIE) and Current Index to Journals in Education (CIJE).

Besides processing documents and journal articles, the Clearinghouse has another major function: information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-art papers, and other interpretive reports on topics in its area of interest.

ABOUT THE BIBLIOGRAPHY

This ERIC bibliography provides access to discussions of various methods for evaluating the effectiveness of alternative schools and to presentations of such evaluation studies. The ERIC Thesaurus defines alternative schools as: schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student-initiated learning process, inquiry-discovery approach and shared problem solving and decision making. This bibliography covers the evaluation of alternative schools at both the elementary and secondary levels.

A computer search of the ERIC data base yielded documents announced in Resources in Education and journal articles indexed in Current Index to Journals in Education which covers over 700 education-related journals. All data fields in the ERIC data base were searched for alternative schools, educational alternatives and terms related to evaluation.

The ERIC data base was searched in March 1977. ERIC began collecting information for RIE in 1966 and for CIJE in 1969. At the time of the search, the data base was complete through February 1977.

For ERIC documents (those with an ED number appearing at the end of the bibliographic citation) the following information is presented when available: personal or corporate author, title, date of publication, number of pages, and ED number. These documents may be purchased in hard copy or in microfiche from the ERIC Document Reproduction Service (EDRS). Price information and an order form are appended. However, ERIC microfiche collections are available at approximately 590 locations throughout the country, and most of these collections are open to the public. If you are unable to find a collection in your area, you may write ERIC/TM for a listing.

Journal articles (those entries appearing with an EJ number or otherwise

identified as journals by the bibliographic citation) are not available from EDRS. However, most of these journals are readily available in college and university libraries as well as some large public libraries.

All entries are listed alphabetically by author and are numbered. An abstract, or in the case of most journal articles, a shorter annotation, is provided for each entry. A subject index consisting of ERIC descriptors and identifiers reflecting major emphasis is also provided. Numbers appearing in the index refer to entries.

1. Aldrich, Ruth Anne. Children's Perception of Choice and Contribution to Environment. Minneapolis, Minnesota: Minneapolis Public Schools, Southeast Alternatives Program, June 1974. 23 pages. ED 102 202.

Southeast Alternatives, the name given to the Minneapolis Public Schools' Experimental School Project, a plan testing comprehensive change in education, was initiated in 1971 with the intent to bridge the gap from research and experimentation to practice. Marcy Open School, one of the alternative elementary schools, offers flexible curriculum, scheduling and age grouping, with emphasis on helping children to learn to think and to make independent judgments. As part of a goal evaluation for the 1973-74 school year, a children's interview was designed and divided into two sections, (1) children's perceptions of choices of activities available to them during a school day, and (2) children's perceptions of the contributions of themselves, of adults, and of peers to the school environment. The same questions were asked of six of the ten classroom teachers to reveal their perceptions of the day. Results of the interview are presented in diagram form and confirm that children at Marcy School understand that they have many possible choices during the day, and that they, their teachers, and peer group, contribute to the academic and social setting of the school.

2. Aldrich, Ruth Anne. Marcy Open School: 1973-74 Goal Evaluation. Minneapolis, Minnesota: Minneapolis Public Schools, Southeast Alternatives Program, June 1974. 63 pages. ED 103 477. For related documents, see ED 103 434, 445, and 465.

Marcy Open School has developed an educational reality where students are given freedom to be creative within a structured curriculum. Reflective of this philosophy are the three priority goals developed by Marcy staff and parents which are: (1) We want girls and boys to speak, listen, write, read, and deal with mathematical concepts effectively and confidently and in order for them to gain proficiency and enjoyment, these skills should be practiced widely as the child pursues his interests and seeks answers to his problems in school and out; (2) We expect that children will take more responsibility for their own learning in all areas--social, academic, and physical; and (3) We hope that children will increase their understanding of their individual rights and the rights of others. In order to accomplish these objectives, effort has been made to create a facilitative learning environment, which includes specially designed spaces with a variety of materials and activities and exploration of community resources. Adult-child interactions are stressed. Quantitative information on student academic achievement is based on standardized tests and qualitative information on participant evaluation. Although Marcy has succeeded in a fully integrated curriculum, questions have been raised on whether such integration is always desirable.

3. Almen, Roy. SEA Parent Opinion Survey - 1974. Final Report. Minneapolis, Minnesota: Minneapolis Public Schools, Southeast Alternative-Program, May 30, 1974. 79 pages. ED 115 683. Not available in hard copy due to marginal legibility of original document. For related documents, see ED 103 434, 439, 445, 465, 477, and ED 109 162.

Parent input to administrative decisions within Southeast Alternatives (SEA) takes several forms. First, administrators often seek individual or group opinions on issues. Secondly, parents sit on advisory councils and governing boards which set policy or make recommendations. Finally, a broad base of feedback is sought through systematic interviews or surveys of all parents. This document reports the results of the third all-parent survey effort. Every parent was mailed a questionnaire packet containing six sections--one to be answered by all parents and one from each of the SEA component schools. Parents were directed to respond to the all-parent section and to those school sections which were applicable to their children. In addition to responding to questionnaire sections, parents were urged to supply further comments. All parent responses were anonymous. Questionnaires were computer analyzed, except for write-in comments which were collected and included in feedback information to particular schools. Approximately 45 percent of questionnaires mailed were returned. The response data was found to be reasonably representative of SEA parent opinion.

4. Alternate Secondary Centers, 1973-1974. Hartford Moves Ahead: An Evaluative Report. Hartford, Connecticut: Hartford Public Schools, 1974. 24 pages. ED 097 391.

The Alternate Secondary Center (ASC) program, is the latest step in a series of activities which have been taken to individualize prescriptive learning programs to meet the identified needs of alienated secondary school youngsters. As the external component to the chain of alternate secondary programs, Hartford's two ASC's focused on two operational concepts. (1) Each center was staffed by one unit leader, five teachers, a secretary, and a paraprofessional. These instructional services were further supplemented by a half-time assignment of a social worker and a guidance counselor. With this staffing pattern, each ASC was set up to provide individualized instructional services to approximately 50 alienated youngsters enrolled in grades seven through 12. The instructional focus was on basic skill mastery and particularly language arts remediation, the development of a functional self-concept which would enable each youngster to succeed in a mainstream environment, and both vocational and career exploration. (2) Because regular school offerings had proven to be ineffective with the alienated youngster who produced symptoms of emotional and behavioral problems within his classroom, each ASC was held responsible for the identification, construction, piloting, and validation of individualized learning materials which would work. Return of youngsters to mainstream classes was resisted.

5. An Assessment of the Alternative Educational Program at Harlem Preparatory School. New York, New York: Institute for Educational Development, June 1973. 41 pages. ED 091 472.

Harlem Preparatory School is an independent, nongraded, alternative school for young men and women who have either left high school before receiving a diploma, who wish to receive an academic diploma rather than a general or vocational diploma, or who wish to "recondition" their learning skills so that they may be better prepared to succeed in higher education. The Institute for Educational Development began its assessment of Harlem Preparatory School in December 1972. The plan was to collect information in two stages, the first quantitative, the second qualitative. In the first phase, school records were examined to obtain, insofar as possible, descriptive information concerning the school and its students, concentrating on the graduating classes of 1969, 1970, and 1971. The information thus obtained is summarized in the body of this report; the full annotated tables are appended. Also as a part of the first phase, a sample of students was interviewed to determine their attitudes and opinions about the school. In the second phase, three independent consultants conducted a qualitative assessment by making site visits to the school, observing classes, and speaking with faculty members and students. Resumés of the site visitors are appended.

6. Application For Validation: The FOCUS Project. Portland, Oregon: Portland Public Schools, 1974. 208 pages. ED 117 237. For related document, see ED 117 236.

The goal of the FOCUS project is the development and implementation of an alternative school program for high school students which will provide relevant opportunities for student growth, both personal and academic, and thereby reduce the number of dropouts, academic failures, and pupil indifference and disenchantment. Part I of the document deals with project information and project descriptions, including the context, effectiveness, costs, dissemination, and others. Part II addresses project effectiveness and success, citing each objective and providing for each a description of needs assessment and findings, activities for objective attainment, evaluation design, procedure, sampling technique, instruments, present evidence of objective attainment, and conclusions. Part III includes cost information, Part IV addresses exportability. Appendices include evaluation plans, evaluation reports, rating scales, and pre/posttest scores for individual students. The FOCUS Project is considered to have been accepted as a viable, educationally credible program capable of providing learning experiences congruent with the needs of students across all high school grades.

7. Bournazos, Kimon, and others. The Street Academy. Final Evaluation Report. Kalamazoo, Michigan: Information Services, Inc., June 15, 1975. 92 pages. ED 112 461.

The Street Academy is an alternative school especially designed for students aged 12 to 18 who cannot acclimate to the regular public school system. The purpose of the evaluation is, generally, to see if the program is serving the students for whom it was established. The evaluation is also concerned with such areas as academic skills development, student absenteeism, the rate at which students are acquiring high school credits, evaluations of the teaching staff, student perceptions, student and parent perceptions of the program, and parent evaluations. Extensive data are presented on the evaluation findings. On the whole, the program was found to be making positive progress toward meeting its objectives. There are, however, a number of areas that should be examined more closely and a number of changes that may have to be seriously considered if the Street Academy Program is to grow in the proper direction and be of optimum service to its students and the community. Recommendations are included.

8. Branch, Helen M. Downtown Learning Center Evaluation. Research and Development Report, Vol. 8. No. 6. Atlanta, Georgia: Atlanta Public Schools, February 1975. 55 pages. Ed 103 516.

The Downtown Learning Center (DLC) is designed to develop a student's initiative, self-discipline, and orientation toward the future by providing an individually planned program for each student and a structure by which each student may set goals, design learning experiences, and appraise the results of the learning effort. To date, DLC has served 445 students from 26 schools with the alternative path to worthwhile goals. The center currently serves 154 students of high school age. The staff includes 11 teachers, 1 librarian, 1 counselor, and 2 part-time supply teachers. Students attend DLC while remaining enrolled in their home school. The present group represents 25 high schools. Examination of the School System Objectives for 1943-74 and evaluating DLC in relation to those objectives leaves little doubt about its efficacy. Surely the general goal is achieved. Student records indicate improved performance. The system of contract-writing attests to learner involvement. DLC's contribution to accomplishing the objective concerning community involvement can be seen in many contacts made with the community through parents in all high schools, through community resources for learning, and through community interest generated and evidenced by inquiries directed to the center.

9. Brown, Don A., and others. The "I" Team Project: A Final Report. (An ESEA Title III Project.) Englewood, Colorado: Cherry Creek High School, 1972. 86 pages. ED 081 678.

This final report of the "I" Project for 1971-72 evaluates the general objectives of providing a responsive educational program for students who do not respond to usual secondary programs. The program was to be a model for creating positive attitude, behavior and skill changes. A basic skills laboratory, diagnostic procedures, individualized reading and math programs, minicourses, work experience, and field experience were part of the student-centered approach. Formal and informal measures were used to evaluate objectives: standardized tests measured reading and math; surveys marked attitudinal and behavior change. Test findings indicated gains in both reading and math. A positive change was observed in attitude and behavior. This alternative to secondary education was considered successful; continuation with minor changes was suggested. The appendix includes a Budget Summary, Student Attitude Surveys, Parent Response Questionnaires, and test results.

10. Brown, Jack E. The Problem of Educational Community Resistance to Alternative Education. 1976. 93 pages. Practicum Report for Doctor of Education degree, Nova University. ED 126 564.

The primary purpose of this practicum was to investigate, identify, record, recommend, and test resolutions to the problem of educational/community resistance to alternative education in general and, more specifically, to identify and resolve as many of the educational/community resistance phenomena and facts as surround Nova High School. Problem assessment and resolution development are documented, and action, survey, research, and implementation are fully described. A summation of all findings is also presented. It was concluded that few school personnel or community persons surveyed and observed demonstrated overt negative attitudes toward Nova High School as an alternative educational form; however, their attitudes could definitely be classified as less positive and more positive. There does appear to be a relationship between the attitudes held by non-alternative (traditional) school personnel and community persons toward alternative educational forms and the number of the students involved in the alternative educational systems studied.

11. Cable, Greg. After SEED. Toronto, Ontario: Toronto Board of Education, Research Department, October 1973. 25 pages. ED 084 638.

This report examines the results of a Survey conducted to trace the activities of the graduates of SEED--a "free" high school that is an alternative to the regular high school program in Toronto. The survey was conducted to see how many former SEED students have gone on to universities or community colleges, have had problems meeting the entrance requirements, are continuing with their studies, or have dropped out. The survey, which includes students from the school's first two years,

also contains the students' evaluation of SEED as a developing community and of their own experiences there. In addition, the report described the SEED program, presents the survey methodology and instrument, and draws conclusions from the study.

12. Career Development Project: Final Report. University City, Missouri: University City School District, October 1, 1973. 151 pages. ED 114 606. Not available in hard copy from EDRS. Hard copy is available from Instructional Services Center, School District of University City, Kingsland Ave, University City, Missouri 63130 ($5.00).

The final report of an 18-month project in University City, Missouri, to develop junior and senior high school components centered on career education, and a guidance and counseling component for both levels is presented. An Alternative High School was established, with students pursuing career education and academic core subjects; career awareness courses were developed for use in the junior high school. Evaluation through process-documentation and analysis of pre- and post-tests found the junior high program generally successful, and the Alternative High School results mixed in their impact. An outlined discussion of the problem area and project goals, objectives, design, procedures, and results are presented. Measurement and analysis of component objectives, and outcomes for students in the Alternative High School are discussed, including case histories of 14 students. A third party evaluator's conclusions and recommendations are summarized, stating that the guidance component was the most effective component in achieving both process and outcome objectives, but that the project was least successful in its primary purpose-student career development. Tables supplement the discussion. Behavioral objectives, course descriptions for the Alternative High School and descriptive data on its student population, curriculum review inventory, and attendance records are appended.

13. Christensen, Paul, and others. Evaluation and Research on Experience-Based Career Education at Far West School. San Francisco, California: Far West Lab. for Educational Research and Development, April 1975. 11 pages. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). ED 110 499.

Far West School (FWS) is an experienced-based, career-oriented, alternative secondary program. It uses the entire community as a learning resource to enable students to acquire skills and knowledge necessary to adopt and find satisfaction in adult roles. In the evaluation, important hypotheses were that relative to comparison students, FWS students would: (1) show more positive attitudes toward education and careers; (2) develop at least as well in the basic skills; and (3) show more positive growth in self-knowledge, interpersonal skills, and career information/planning. Measures used in statistical analyses are described; some analyses and results are presented.

14. City School. First Year Report. Madison, Wisconsin: City School, March 1973. 112 pages. ED 080 423.

In 1971 members of TTT (a federally funded doctoral program within the University of Wisconsin School of Education), teachers at Memorial High School, students, and community members planned an alternative school -- namely City School. The central purpose of this school is to foster growth in interpersonal communication and to build community involvement. This report provides background information, descriptive and objective evaluative data on the school. During the first year 118 courses were offered in the curriculum which included 43 community internships. Over sixty community people were involved in teaching programs focusing on student involvement. Tutorial group programs were organized so that students could plan their education and develop interpersonal relationships. In a comparison with other high school parents and students, City School students were found to be equally creative, more open, and more satisfied with their school. Achievement levels were equal. Other evaluative findings showed that: (1) out of 105 students 6 graduated early, 11 returned to their previous schools, and 5 dropped out of school completely; (2) elementary teachers in other programs were pleased with their relationship to City School; and (3) the school cost less than other public schools during the first semester.

15. Coppedge, Floyd L.; Smith, Gerald R. Evaluation Practices and Preferences in Alternative Schools, Teacher Education Forum Series, Vol. 2, No. 20. Bloomington, Indiana: Indiana University, School of Education, June 1974. 21 pages. ED 099 329.

This study presents information regarding evaluation practices and preferences in alternative schools. Data were collected from 118 participants attending a series of institutes dealing with alternative schools. The 8-item questionnaire includes the following topics: (a) affiliation with alternative schools or programs, (b) procedures for conducting evaluation, (c) purposes of evaluation, (d) factors preventing improved evaluation programs, (e) services needed in the area of evaluation, (f) receptivity to the idea of a center to provide needed services, (g) needed research, and (h) additional comments. This study supports the conclusion that alternative school personnel are receptive to evaluation especially when the information gained is used for program development. Lack of time, money, and personnel constitute major deterrents to improvement.

16. Eardley, Linda. Cincinnati's Magnet Schools. Integrated Education, Vol. 14, No. 5, September-October 1976, pages 14-17. EJ 145 698.

The program considered here is said to be one of the most comprehensive in the country. Only in its third year, it has 14 different types of alternative schools in 30 different locations.

17. Erickson, Edsel, and others. The Southeast Community Education Center. Final Evaluation Report. Kalamazoo, Michigan: Information Services, Inc., June 15, 1975. 63 pages. ED 112 462.

The Southeast Community Education Center is a nondenominational, elementary alternative school that enrolls up to 90 children on a first-come, first-served basis. It is intended to provide a community education center whereby the educational needs of minority group youngsters can be fulfilled in a true "community school." The total school program is envisioned as a model for community involvement and humanistic education for families within the community. The program evaluation is concerned with academic achievement in reading and mathematics, reduction in absenteeism, staff evaluations, student evaluations, parent evaluations, and evaluations of college educators working with the school. The findings are presented in detail. The Southeast Community Education Center clearly has attained its major objectives during the 1974-75 school year. Five reasons for the center's success and five recommendations for possible development are included.

18. Esp, Barbara. Program Evaluation in Alternative Education: An Annotated Bibliography. Teacher Education Forum, Vol. 4, No. 17. Bloomington, Indiana: Indiana University, June 1976. 12 pages. ED 128 312.

The Forum Series is a collection of papers dealing with all phases of teacher education including inservice training and graduate study. This selection is an annotated bibliography in two parts: (1) Evaluation Issues and Methods; and (2) Studies of Alternative Environments.

19. Fleming, Elyse, and others. A Review of Three Alternative Schools in Greater Cleveland: Promising Practices and Feasibility Issues. Cleveland, Ohio: Cleveland Urban Learning Community; United Independent Schools of East Cleveland; Urban League of Cleveland, Ohio; and Martha Holden Jennings Foundation, July 15, 1974. 421 pages. ED 095 234.

The intent of the evaluation studies reported here was two-fold: (1) to determine the promising practices of three alternative schools in Greater Cleveland, and (2) to determine which of those practices identified as promising would be feasible for incorporation into the public schools. Each substudy includes an overview, a description of the specifics of the design utilized, a reporting of data collected, a listing of the promising practices and limitations revealed through data analysis, and a section dealing with feasibility issues surrounding implementation by the public schools. The first of the schools reviewed, the United Independent Schools of East Cleveland, currently

offers a preprimary and elementary program for 149 children ages 3-12, utilizing the Montessori method in the preprimary program and the Leicestershire "open" class approach in the elementary program. The Urban League Street Academy has sought to demonstrate that high school dropouts can and will complete high school. Its program has centered on developing the basic academic subjects to serve the high school dropout. The Cleveland Urban Learning Community is a "high school--without-walls." The emphasis, in a global sense, is to create an atmosphere to allow growth toward ends decided by the students.

20. Fletcher, Jerry L.; Spady, William G. The Development of Instrumentation to Measure the Alternative Operational Manifestations of Five Basic Functions of Schooling. April 1975. 37 pages. ED 109 181.

This paper describes research in progress to define and measure the operational manifestations of five sociological functions of schooling proposed by William Spady: selection, custody/control, instruction, socialization, and evaluation/certification. The paper briefly presents the theoretical framework, describes the elaboration of this theory into items which tap operational characteristics of schools and classrooms, presents the results of two sets of trials of the instrument, and describes research issues which can be addressed through use of the instrument.

21. Gaite, A.J.H.; Rankin, Richard J. Patterns of Achievement, Attitude and Behavior in a Tax-Supported Alternative School. April 1974. 14 pages. ED 089 454. Also appeared in The Journal of Experimental Education, Vol. 43, No. 3, Spring 1975, pages 35-39. EJ 118 675.

A comprehensive evaluation of the characteristics of students attending a public alternative school revealed marked differences between the experimental group (the alternative school) and a control group (students attending a regular public school). Alternative school students showed significantly lower achievement and ability on all measures, while manifesting notably greater approval of their teachers than did the control group. Sex differences in achievement, performance, and attitude were found among the free school sample; and these are contrasted with the pattern of regular sex differences in regular schools. The significance of these findings for the establishment and running of alternative schools is discussed.

22. Gateway High School: "School Without Walls," An Evaluation. New Orleans, Louisiana: Orleans Parish School Board, 1971. 58 pages. ED 077 087.

Gateway High School is an alternative to the present, conventional, classroom-type instructional situation encountered in most U.S. schools. Modeled on the Parkway School in Philadelphia and the Metro School in Chicago, the project is an appeal to the disenchanted learner. To abolish the dichotomy between education and life the program obtained community resource personnel on a volunteer basis, and students went into the community for many of the courses. When the first term ended, there were 101 students enrolled -- 54 tenth graders, and 47 eleventh graders. More than 60 percent of the student population was over 17 years of age. The program aimed at (1) recapturing or creating in the student the desire for learning which might have weakened in his experience with the traditional system of education; (2) providing a broad exposure to the multiplicity of career opportunities; (3) offering special help in the basic skills; (4) rekindling and strengthening motivation for learning by a variety of learning experiences more closely linked to real life situations; and (5) aiding the student in bettering his self-image.

23. Gibboney, Richard A.; Langsdorf, Michael G. Final Evaluation Report for the Alternative Schools Project, 1971-72. Philadelphia, Pennsylvania: University of Pennsylvania Graduate School of Education, July 1972. 80 pages. ED 067 775.

This report presents data pertaining to 13 different project objectives grouped by student, teacher, and community objectives. Student objectives covered self-initiated learning, competency in verbal and mathematical skills, attitudes toward the alternative school, involvement in decision making, community involvement, evaluation, self image, and students functioning as teachers. Teacher objectives were a positive alternative school attitude, use of a variety of teaching methods and materials, participation in decision making, and frequent evaluation of administration. The community objective called for the community to have a positive attitude toward the alternative school. For each objective, the report describes the method of data collection, the data, the procedure used to analyze the data, and the conclusions drawn. The final section of the report on student attitudes compares the attitudes toward school of the alternative school students with those of a comparison group.

24. Goodlad, John, and others. The Conventional and Alternative in Education. 1975. 276 pages. ED 114 942#. Available from: McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 ($10.75, quantity discounts.)

Alternatives in schools and alternatives to schools are placed within a broad social, historical, and philosophical context by six authors. The first section contains (1) a typology of educational alternatives, (2) several perspectives on educational alternatives related to a model of culture, (3) a range of conceptualizing alternatives within a comprehensive framework, (4) the relationship of the dominant humanistic movements to education, (5) the assumptions of educational evaluation, and (6) the notion of alternative education within a philosophical framework. The second section places future possibilities and prospects for attaining them within the framework developed in the preceding chapters. It contains (1) projections of the future evolving from extrapolations from the past, (2) a method for analyzing and planning alternative educational strategies, (3) incongruities between latent and overt values about schooling, (4) a measure of school success, and (5) problems encountered in the transition to a pluralistic society.

25. Gray-Feiss, Katherine. Secondary Alternatives in SEA: An Inquiry into Parents' Choice Making Process. Minneapolis, Minnesota: Minneapolis Public Schools, Southeast Alternatives Program, May 26 1976. 49 pages. ED 126 584. For related documents see ED 115 683 and ED 126 585.

This report is complementary to one on student choice-making. Both were done because of an interest in the recent growth in the number of secondary alternatives in the Southeast Alternatives project. There were two principal reasons for investigating parent opinions about the school programs: to find out how parents felt about the choices available at the secondary level and to find out if these opinions differed from students' opinions. The report has three sections. The first deals with the background of the parents, the second with parents' reactions to the alternative chosen by their child, and the last with parents' attitudes toward school and learning in general. The data are very similar to that collected in the student interviews; however parents seem to be more dissatisfied with the amount students are learning than the students are. Also, the parents of female children express more positive feelings toward competition. The data from the parent questionnaire are biased in the direction of parents with professional jobs. Further, the sample size is quite small in some instances and this makes the data somewhat unreliable. Credibility is given to these data because they so closely resemble the student responses.

26. Hammerstein, Jean T. Project CREATES -- Exploratory Learning Center: Report of Final Project Year. End of Project Report. Tucson, Arizona: Tucson Elementary School District 1, July 1973. 95 pages. ED 085 836.

Project CREATES, an open school within the framework of a public school system, has been an attempt to develop a unique educational program with emphasis on role development of personnel and curriculum development. It is seen by parents and children as an important alternative to the self-contained classroom concept of education. Its goals have centered on the continuing development of new roles for teachers; defining and disseminating the processes of developing an open school; and promoting students' awareness of the total environment, sense of exploration, and skill development. The ultimate goal has been to demonstrate that working with children in more open ways is an effective way of achieving skills and attitudes valued in our society. In attempting to summarize the outcomes of the Project, this report deals both with the final project year under ESEA Title III, and with the total 3-year project period. References to the total project period are identified as such. The program has continued to change over the 3-year project period, responsive to needs of students and staff. These changes have been documented as they occurred. The program will continue to evolve as in the past, adjusting to continuation without the advantage of Title III funds.

27. Hawke, Sharryl. High School in the Community: Providing Alternatives in Education. Profiles of Promise, No. 39. Boulder, Colorado: ERIC Clearinghouse for Social Studies/Social Science Education; Social Science Education Consortium, Inc., 1975. 5 pages. Hard copy not available from EDRS. Available from Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 ($9.00 for 30 issues). ED 103 301.

Secondary students in the New Haven, Connecticut schools are offered a community high school program as an alternative to traditional education. The program is committed to three basic goals: (1) building student skills; (2) increasing student motivation to learn; and (3) encouraging students to become responsible, independent members of society. An individualized instructional approach is emphasized with a pupil/teacher ratio of less than ten to one. Community volunteers teach the more than 160 course offerings per year such as "Messing Around with Plants," "Can I See your Drivers License?" and "Coming of Age in America." Credit can also be earned through student volunteer work in community projects such as a community health clinic. Courses are offered on the basis of student interest and teacher availability. Some 40-45 percent of the course offerings are held in various locations throughout the city. Student performance is evaluated with personal narrative reports from teachers, rather than the traditional letter or number grades. An independent evaluation team continually evaluates the program and indicates success in the program.

28. Hickey, Mike. Evaluating Alternative Schools, Changing Schools, An Occasional Newsletter. Bloomington, Indiana: Indiana University, School of Education, 1972. 9 pages. ED 071 963.

Ideas on the necessity for evaluating alternative programs and on developing evaluation programs are examined in this position paper. Many alternative schools, opposed to measurement of their program from a philosophical and defensive standpoint, view evaluation in a negative light because the purpose is not understood. However, evaluation can be an integral part of an ongoing formative evaluation process; establish credibility for an innovative program; identify workable educational strategies; and set the stage for student evaluation. Problems and issues in alternative education are varied. One of the problems mentioned is that the stereotype of a good evaluation is one where no negative information is brought forth -- whereas, in contrast, a good evaluation provides direction for program improvement. Another problem is that an inadequacy of evaluation instruments and evaluators exists. Other issues and problems relate to stringent demands, the role of behavioral objectives, and evaluation by external sources. In summary, evaluation needs to be an integral part of the planning process with the staff and the central administration establishing goals and objectives which can be evaluated.

29. Hickey, M.E. Evaluation In Alternative Education. NASSP Bulletin, Vol. 57, No. 374, September 1973, pages 103-109. EJ 083 875.

Author gives a thorough treatment to alternatives evaluation purposes and problems.

30. Hoppe, Sydney A. Marcy Open School Community Day Program Report. Minneapolis, Minnesota: Minneapolis Public Schools, Southeast Alternatives Program, June 21, 1974. 30 pages. ED 103 445. For related documents see, ED 103 434, 439, 465 and 477.

The Community Day Program was adopted at Marcy Open School after strong parental support was demonstrated. A central focus of the program was to integrate community experience into the school curriculum and a large staff of volunteers was considered necessary for this task. Specific goals of the community plan were to provide activities, materials, and interactions otherwise unavailable to students, and to give teachers release time. Teachers most commonly used their release time to plan with interns or adults, to work on classroom records, or to organize classroom materials. Evaluation of the program was difficult because of the presence of the halo effect and the absence of a criterion. Graphs indicate that the participants perceived the students' overall behavior as positive and that the participants were satisfied with the program.

31. Johnston, David L.; Parker, Jackson V. Walden III: An Alternative High School Survives Evaluation Quite Nicely, Thank You. Phi Delta Kappan, Vol. 56, No. 9, May 1975. pages 624-628. EJ 117 529.

Presents results of traditional evaluation methods applied to an alternative high school which show that alternative schools can withstand and should welcome evaluation processes.

32. Kean, Michael H. Evaluating An International Network of Experimenting Schools: Problems and Processes. April 1974. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974). 20 pages. ED 090 285.

The International Association of Experimenting Schools for Adolescents is a "consortium of persons seeking to develop experimental schools which will facilitate the growth of adolescents' capacities to live successfully in modernizing societies." Simultaneous with the development of the Association was a concern by its founders that an evaluation component be designed and installed to provide for a "dynamic diagnosis" of the system. Represented is a first attempt to think through the notion of evaluation as it might apply to the Association, to define the context upon which the evaluation will be installed, to consider problems related to design and instrumentation, and to anticipate those processes which will likely be necessary to integrate an evaluation plan into the regular operation of the Association and each of its member organizations. The purpose of evaluation is briefly discussed, as is its specific uses in experimenting and/or alternative schools. Evaluation is viewed in the context of development, with special attention being paid to the objectives and process of building a design.

33. Klumpe, Kerry. Alternative Schools: A Network of Unknowns. Integrated Education, Vol. 14, No. 5, September-October 1976, pages 17-20. EJ 145 699.

Notes that behind its unique classroom activities--the foreign language courses and the dance lessons--the alternative school program of the Cincinnati School District is largely a network of unknowns.

34. Kocher, A. Thel. Issues in the Formative Evaluation of Alternative Schools. April 1975. 16 pages. Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). ED 109 173. Not available in hard copy due to marginal legibility of original document.

This paper examines many of the evaluation problems noted by the Phi Delta Kappa National Study Committee on Evaluation and others and sets forth ideas about the practice of formative evaluation to avoid those conflicts and provide educational decision-makers with useful information. The paper also discusses a decision-making model conceptualized by one alternative school's evaluation group and how the evaluator's role relates to serving decision makers under the model.

35. Lundin, Stephen C.; French, Ronald. The Application of Anthropological Techniques to Experimental Schools Evaluation. Washington, D.C: National Institute of Education (DHEW), April 1973. 24 pages. Paper presented at the Association for Educational Data Systems, Annual Convention (New Orleans, Louisiana, April 16-19, 1973). ED 087 416.

An innovative approach which will be used to evaluate one of the experimental Schools Programs of the National Institute of Education (NIE) is described. The project, Southeast Alternatives (SEA), is designed to test the notion that comprehensive educational change is superior to piecemeal change; it consists of five educational programs - a contemporary school, a continuous progress school, a free school, an open school, and a comprehensive high school. Some general descriptive material on the overall project is provided, followed by more specific and detailed discussions of the two major components of the evaluation--the Anthropological Study, a case studies approach designed to describe the evolution of SEA as comprehensively as possible, and the Impact Study, devised to assess the effect of SEA upon the schools, the students and their parents, and the community. For each of the components discussions are presented dealing with the assessment strategy, the data to be collected, methodological considerations, dependability of the data, and the analyses to be performed. Some major limitations of the evaluative strategies are also discussed.

36. McCauley, Brian L., and others. Evaluation and Authority in Alternative Schools and Public Schools. Stanford, California: Stanford University; Stanford Center for Research and Development in Teaching, June 1972. 56 pages. ED 064 787.

This study attempted to (1) gather systematic and objective data on the alternative school and (2) identify the perceptions of teachers in both alternative and public schools about the tasks they perform and the parents and students with whom they deal. The study focused on authority structures and processes of evaluation. Data were collected on 24 alternative schools and five public schools by means of observation in the schools and by a questionnaire administered to 200 elementary and secondary teachers. Four teaching tasks were identified: Teaching

Subject Matter, Character Development, Maintaining Control, and Record Keeping. Data revealed that there was more emphasis on Character Development in alternative schools and more emphasis on Teaching Subject Matter and Maintaining Control in public schools. Although public school teachers had and desired high levels of autonomy, alternative-school teachers had and wanted higher levels. It was also shown that, although the alternative-school teachers were evaluated more often and received more negative evaluations than public school teachers, for both samples evaluation was infrequent. Both groups believed that training was of little importance for successful teaching, that experience in the classroom was more helpful, and that the personality of the teacher was the most important factor in successful teaching.

37. Middleton, M.A. An Evaluation of Ideal School, 1974-75. Research Report 75-22. Vanccuver, British Columbia: Vancouver Board of School Trustees, November 1975. 30 pages. ED 131 108.

Ideal School is an alternative school in the Vancouver, British Columbia school system, which has approximately 100 students, five teachers and one administrative assistant. Students come from varied backgrounds and are accepted on the basis of their desire to learn and their willingness to face challenges which are individually set in accordance with their needs and abilities. Some students have special needs and obtain financial assistance. The attainment of high academic standards is a major aim of the school. Its existing program follows the British Columbia curriculum, but facilities are not available for physical education, industrial education, home economics, music, physics, or chemistry. This report offers, through an analysis of responses to questionnaires, the opinions of students and teachers on various aspects of Ideal School and outlines the background of the student population, their expectations, changes in behavior and the degree of satisfaction they have experienced since attending Ideal School. In addition, the background of the teachers, their opinions of the school, and their suggestions for possible improvements are made.

38. Moore, Donald, and others. A Multi-Method Study of the Development and Effects of an Alternative High School Learning Environment. Volumes 1, 2 and 3. Final Report. Chicago, Illinois: Center for New Schools, Inc., 1973. 57 pages. ED 115 726.

The purpose of this report is to describe a study concerning organizational processes in an alternative high school with walls (Metro High School in the Chicago public school system,) and their effects on students during the first 18 months of operation. Student development comparisons are made between a group attending Metro and a control group, both randomly chosen from a pool of volunteers who wanted

to attend Metro. The major organizational changes implemented were: (1) the development of student-teacher relationships based on dialogue and noncompartmentalization; (2) freeing students from conventional school restrictions on personal functioning; (3) use of community-based learning experiences in the educational program; and (4) an increase in the variety of learning options available to students. The study revealed complex problems of social process in implementing such organizational innovations that have significant policy implications. Basic differences were found among six student subgroups in their perception of and participation in the program. Aspects of the Metro experience valued most positively by students as compared with the conventional high school experience are humanistic interpersonal relationships with teachers and fellow students.

39. Moore, Donald; Wilson, Thomas. A Quantitative-Qualitative Study of Student Subcultures in an Alternative High School. Chicago, Illinois: Center for New Schools, Inc., 1973. 57 pages. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974). ED 099 410.

The norms and structure of student subcultures in a public alternative "high school without walls" in a large city are explored. The focus is on the attitudes of subculture members toward the innovative educational program and toward intergroup relations. The strengths and weaknesses of various research methodologies are investigated by analytically comparing the findings from: (1) attitude questionnaires given to alternative school students and a control group, (2) intensive interviews of an alternative school subsample and a control group, and (3) long-term qualitative participant observation and related field interviews.

40. Off Campus High School Evaluation. Research Report. Bellevue, Washington: Bellevue Public Schools, June 1972. 140 pages. ED 067 733.

This document describes an alternative high school program developed to provide a continuing educational opportunity for students who had discontinued their education prior to high school graduation. Data collection focus provided comprehensive information about (1) the characteristics of students and applicants, (2) the degree to which the program has been accomplishing its objectives, (3) the nature and effectiveness of curriculum and other strategies, (4) the attitudes of people directly involved, (5) costs, (6) other outcomes, (7) implications, and (8) recommendations. Evaluation procedures included analyzing student records; procuring sample student histories; administering questionnaires to

applicants, students, staff, former counselors, former students, and parents; analyzing the curriculum; comparing pre- and post-tests in reading; and analyzing student performance in respect to regularity of attendance, number of credits earned, number graduating, and post school activity. Objectives, strategies, and the content of survey questionnaires are detailed.

41. Olson, Ruth Anne Aldrich. Supportive Evaluation of Marcy School. Minneapolis, Minnesota: Minneapolis Public Schools, Southeast Alternatives Program. September 13, 1974. 10 pages. ED 109 162. Not available in hard copy due to marginal legibility of original document. For related documents, see ED 103 434, 439, 445, 465 and 477.

The internal evaluator at Marcy Open School has the responsibility for developing support services, such as identifying problems and posing solutions, as part of a formative evaluation effort. The evaluator may alter the use of space and storage of materials in the classroom, suggest that excessive adult interruptions tend to reduce classroom productivity, or design activities to reduce classroom tension. Also, she contributes to school wide decisions, such as whether the age-range of 5-11 facilitates school goals. The support of positive change toward a better program is seen as the domain of the evaluator.

42. Patton, Karen. SEA Elementary Students' Perceptions of their School Experience. Minneapolis, Minnesota: Minneapolis Public Schools, Southeast Alternatives Program, May 20, 1976. 167 pages. ED 126 585. For related documents see, ED 115 683 and ED 126 584.

This survey examines how the educational consumers (students) perceive the school experience and characterizes the various experiences offered by each of four different alternative schools (K-6), as well as presenting a composite picture of student attitudes. Each of the students in the study group (20% of each age group) was interviewed by a parent trained to question the child and probe topics dealing with his activities and involvements, satisfactions, and awareness of differences between schools. The results are presented by school.

43. Rankin, Richard J.; Gaite, A.J.H. Evaluation of a Public, Tax-Supported Alternative School. April 1974. 13 pages. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 14-19, 1974). ED 092 589.

The evaluation of a public tax-supported alternative school is

described. The emphasis is upon the problems involved in the evaluation of this kind of school and suggested methods for overcoming them. A pre-post design combined with control groups is described, and the pros and cons of involvement and detachment on the part of the evaluators is considered. The problems associated with reactivity of the program staff and students to the evaluators are discussed. The main findings and results are presented.

44. Rawitsch, Don; Hooker, Sherrill. SEA Staff Survey: General Report. Minneapolis, Minnesota: Minneapolis Public Schools, Southeast Alternatives Program, June 3, 1974. 50 pages. ED 103 439. For related documents, see ED 103 434, 445, 465 and 477.

The instructional staff at the Southeast Alternatives (SEA) program operated by the Minneapolis Public Schools were surveyed to determine their reaction to the SEA program. The two major objectives of the survey were to obtain staff opinion on issues concerning the program as well as progress toward achieving SEA major goals. The major findings of the report were: (1) more staff members were satisfied with the program at their school than with the total SEA program; (2) many staff members felt that the SEA program within their schools produced a better educational program than provided by non-SEA schools in the following: cognitive skills, affective learning, producing an appropriate disciplinary atmosphere, serving the needs of minority students and students from low income families. Other findings included the impact of funding source on staff morale and the need for an intense training of staff members for each new alternative program.

45. Rawitsch, Don. Study of Participation in Governance by Representative Groups in Southeast Alternatives. Minneapolis, Minnesota: Minneapolis Public Schools, Southeast Alternatives Program, June 3, 1974. 50 pages. ED 097 771.

The purpose of this report is to provide information about the effectiveness of the Southeast Alternatives program. Major findings indicate that decentralization of the governance in the program has been accomplished through the establishment of representative advisory/governance groups; these groups have brought more, and different, people closer to the governance procedure in Southeast schools; the groups have included a variety of roles and organizational patterns; and these groups generally have not remained static. Groups that serve individual schools spend a majority of their time dealing with school-specific issues. More of this time is spent in planning programs and developing procedures for implementing those programs than is spent on budget and personnel issues.

46. Ray, Rossi J., and others. The Development of Two Alternative Education Programs. April 1976. 44 pages. Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976). ED 127 712. Not available in hard copy due to marginal legibility of original document

Using Terrence Deal's four developmental stages of alternative schools, the authors analyze the development of two Lansing, Michigan alternative schools (the Capitol Alternative Education Program and the Re-Entry Program). Deal's four stages are the euphoric stage, the psychic upheaval stage, the dissatisfaction stage, and resolution (either dissolution or a return to traditionalism). This case study found that the two Lansing programs developed generally according to Deal's outline, but over a longer period of time than the alternative programs Deal had studied. Both programs are still in operation and have utilized ongoing evaluation to ascertain whether or not they are achieving their educational objectives, which are listed in this paper.

47. Reeves, Patricia. Southeast Alternatives Free School. End of Year Report. Minneapolis, Minnesota: Minneapolis Public Schools, Southeast Alternatives Program, June 15, 1974. 76 pages. ED 103 434. For related documents, see ED 103 439, 445, 465 and 477.

An evolving educational alternative, The Free School, has undergone many changes since its inception in 1971, which has made evaluation difficult. The end of year report, therefore, is presented in a principally narrative form utilizing case histories and personal comments, although pertinent graphs and charts are included. Among the difficulties facing the school was the problem of imposing a necessary structure on a form which seemed to fundamentally demand maximum freedom for students, staff, and volunteers. Student behavior problems and black student transfers contribute to the school's dilemma of how to provide productive freedom without sacrificing educational and social objectives. A governing board composed of students, staff, and parents was formed in 1973 in order to address such problems. The board, perceived effective in the function of hiring and evaluating staff, was not productive in other areas, illustrated by the fact that most school decisions were made on a crisis basis.

48. Rosen, David J.; Mulcahy, Gene. Evaluation -- Shanti: A Case Study. Bloomington, Indiana: Indiana University, 1975. 15 pages. ED 112 459.

This newsletter comprises four sections: (1) the educational philosophy and objectives of Shanti, a public alternative school in Hartford, Connecticut; (2) Rosen's statements about the difficulties of finding

an evaluation model for alternative schools and the implications of the methodology that he later used in evaluating the Shanti school in his doctoral dissertation; (3) comments by Mulcahy, director of the school, about Rosen's evaluation and evaluations in general; and (4) Rosen's response to Mulcahy.

49. Satellite Academies Program: Evaluation Plan. New York, New York: Center for Urban Education, January 11, 1972. 22 pages. ED 091 479. For related documents, see Ed 091 477 and 478.

The contents of this document describe the revised Center for Urban Education (C.U.E.) plan for carrying out evaluation of the Satellite Academies Program. The 10 "areas of interest" are as follows: (1) Instructional and guidance staff selection and training; (2) Program entrance and exit criteria; (3) Legal issues; (4) Guidance and pupil services; (5) Curriculum development; (6) Cost analysis; (7) Program planning and development; (8) Selection of Satellite Academy sites; (9) Establishment and maintenance of school-industry liaison; (10) The initiation and development of plans for future expansion. The contents of this document include: (1) Evaluation Model; (2) Stages of Evaluation; (3) Evaluation Process Diagram; (4) Schedule of Tasks; (5) Categories of Investigation; (6) Major Evaluation Questions; (7) Statement of Expenditures to Date.

50. Shurtleff, Ray F. Administrative Problems? Cambridge Pilot School. NASSP Bulletin, Vol. 57, No. 374, September 1973, pages 76-82. EJ 083 870.

Describes how the Cambridge Pilot School is working in spite of problems that occur when an alternative school is housed in its parent school and the natural constraints of the two territories come into play.

51. Simon, Roger I., and others. The Development and Evaluation of an Alternative High School: A Report on S.E.E. (School of Experiential Education). Phase I. Toronto, Ontario: Ontario Institute for Studies in Education, January 1973. 64 pages. ED 109 831. For related document, see ED 111 053.

SEE (School of Experiential Education) is in its second year of operation as an alternative high school created to provide an environment and set of learning experiences different from any previously available in the Etobicoke system. This phase of the SEE report provides

some basic descriptive information about the school program and a framework for its evaluation rather than a thorough evaluation, which is planned for Phase II. The future evaluation of SEE should deal with at least the following three questions: Does SEE provide an alternative environment for education? Is SEE developing a workable process for evaluating and modifying its own day-to-day operations? Are students, parents, and teachers satisfied with the program at SEE? This initial examination of the school's activities, problems, and personnel provides some evidence that SEE is offering an environment students view as an alternative and that the school as an organization is developing a facility for self-examination and change. Appendices provide extensive information in tables and graphs.

52. Simon, Roger, and others. The Development and Evaluation of an Alternative High School: A Report on S.E.E. (School of Experiential Education). Phase 2. Toronto, Ontario: Ontario Institute for Studies in Education, December 1973. 198 pages. ED 111 053. For related document, see ED 109 831.

This report marks the conclusion of a two-year study of SEE (School of Experiential Education), an alternative high school. It is a statement of the examining group's perceptions of SEE's second year of operation and of implications for SEE's future development. Because the evaluation group believes that a new program such as this takes four to five years to develop to maturity, this is a progress report rather than a final evaluation. Chapter 2 describes the evaluation group's involvement with the school, discusses possible biases operating in the report, and details the data collection (primarily interviews and questionnaires) and analysis procedures. Chapter 3 presents some basic facts about the school and its applicants and documents some of the changes that have occurred over a two-year period. Chapter 4 describes students' adjustment, achievement, and growth patterns over a two-year period. Chapters 5, 6, and 7 discuss various aspects of SEE's climate as seen by students, parents, and teachers. Chapter 8 presents another perspective by contrasting SEE students with a sample of students who applied but were not selected in the admissions lottery. Chapter 9 explores the implications of the findings for SEE's future directions and offers recommendations to remedy some current problems.

53. Singleton, Steven, and others. Xanadu: A Study of the Structure Crisis in an Alternative School. Review of Educational Research, Vol. 42, No. 4, Fall 1972, pages 525-531. EJ 071 306.

Observation of the authority structure at Xanadu, a free school, revealed that students rejected direction early in the first year of their enrollment, then discussed in evaluation papers the need for authority from the staff in averting the very problems that arose.

54. Skager, Rodney W., and others. Evaluation of the Los Angeles Alternative School: A Report to the Board of Education of the Los Angeles Unified School District. Los Angeles, California: University of California, Center for the Study of Evaluation, August 1973. 128 pages. ED 085 405.

The evaluation of the Los Angeles Alternative School (LAA) was designed to determine whether the school was an alternative school in the sense that it operated under a set of values and related operational principles which differ from those which guide traditional public schools. Anthropological field methods rather than traditional research methodology were used to collect the data. The major findings were: (1) Test scores did not reveal any overall shifts in achievement either above or below the level expected on the basis of prior performance. (2) Instruction was characterized by freedom of choice for the student. (3) Most parents planned to re-enroll their children in the school. (4) The primary sources of parental dissatisfaction were a disagreement concerning instructional philosophy and the teaching strategies designed to develop a sense of personal responsibility and independence in the students. (5) Decision-making at the school is extensively democratized. (6) The role of the principal is that of a coordinator or facilitator rather than that of an authority or power figure. Instructional leadership was excluded from the role of the principal. (7) There was no satisfactory method for regularly monitoring student progress or for reporting progress to parents. (8) Competent teaching aides were important to the functioning of the instructional program.

55. Solo, Leonard. Evaluation in an Alternative Public School. National Elementary Principal, Vol. 55, No. 1, September-October 1975, pages 29-34. EJ 124 221.

This article concerns the process that is used to evaluate teachers at the Cambridge Alternative Public School, Cambridge, Massachusetts.

56. Student Involvement in Decision-Making in an Alternative High School: A Preliminary Analysis. Chicago, Illinois: Center for New Schools, Inc., 1971. 64 pages. ED 123 777. Not available in hard copy from EDRS. Available from: Center for New Schools, 431 South Dearborn, Chicago, Illinois 60605 ($1.85).

This report outlines preliminary results of research analysis concerning one of 15 interrelated topics studied at an experimental "school without walls" to gain an understanding of the processes and outcomes involved in an attempt to establish an alternative social institution. The report is divided into four sections. Section 1 presents a chronology of the major events in Metro's attempt to involve students in decision-making.

Section 2 presents generalizations about the dynamics of this process based on a preliminary analysis of the data. Section 3 presents some examples of each of the specific types of data collected, focusing on the approach to involvement in decision-making taken by various subgroups in the student body. Section 4 outlines some ways in which the results of the completed research program can be used in the development and evaluation of future alternative schools. The final section includes a discussion of implications of the Metro research on student involvement in decision-making for the development of other alternative schools.

57. Walizer, Michael H., and others. Madison Park Alternative Education: Sweet Street Academy. Final Evaluation Report. Kalamazoo, Michigan: Grand Rapids Public Schools, June 15, 1975. 43 pages. ED 112 464.

The Sweet Street Academy is a school within a school. Most of its 26 students are below grade level in reading and mathematics and have histories of behavioral difficulties or adjustment problems. The objectives of the program are to build meaningful personal relationships with each student and to develop student reading and mathematics achievement. Extensive data is presented on findings related to the student population, academic achievement of the students, attendance rates, staff evaluations, interviews with the staff, student evaluations, parent evaluations, and evaluations of the program by members of the staff of the parent school. The evidence seems to indicate that the program is successfully achieving the goals of building a meaningful personal relationship with students and improving reading and math achievement. The major problems within the program seem to stem from the lack of opportunity for full planning and for preparation for the admission of students. Recommendations are offered to help improve the program.

58. Walizer, Michael H., and others. The Walbridge Academy. Final Evaluation Report. Kalamazoo, Michigan: Information Services, Inc., June 15, 1975. 64 pages. ED 112 463.

Walbridge Academy, the oldest alternative education program in the Grand Rapids School System, has a student population of about 250 students, in grades 7 through 12. The majority of students are admitted to Walbridge on a first-come, first-served basis; however, some positions are reserved for students who have been placed on extended suspension by the regular schools. The school employs a behavior modification system centering on token points. The curriculum includes reading, math, science, history, social studies, and English. The evaluation objectives focused on student progress toward graduation, social

and academic attainment, program strengths and suggestions, and program observation and description. Extensive information on the findings in the areas of student population, academic achievement, absentee rates, high school credit acquisition, a follow-up of 1973-74 school year students, staff evaluators, student evaluations, and parent evaluations are included. Walbridge Academy is achieving its objectives with a large proportion of its students. Suggestions are included in an attempt to aid further improvement of the program.

59. Watman, Thomas J. Open Campus. The W.E.S. Bulletin. Henniker, New Hampshire, August 1973. 22 pages. ED 087 088. Not available in hard copy from EDRS. Hard copy is available from Watman Educational Services, P.O. Box 457, Henniker, New Hampshire 93242 ($3.00)

Several factors support the new concept of open campus schools. Traditional high school study halls have outlived their usefulness as more and more teachers have found it appropriate to make nontextbook assignments to students. Youth's resistance to the arbitrary restrictions of school, the greater informality and freedom available in post-school and adult life, and the fact that many students have developed important educational activities outside the physical confines of the school provide additional reasons that support the open campus concept. Open education also promotes more individualized instruction, opportunities for independent study, and students' acceptance of responsibility for their own educational development. Open campus plans are also a way for high schools to develop a workable alternative to traditional high school programs and to break down the artificial barriers between the school and the community. This document provides suggested steps to be followed in planning, implementing, and evaluating an open campus program and some descriptions of successful open campus models.

60. Wertheim, Sally H., and others. Alternative Programs in Public Secondary Schools in Greater Cleveland: A Descriptive Study. Summary Report: Detailed Study, Sections 1-9. Cleveland, Ohio: Martha Holden Jennings Foundation, March 1974. 845 pages. ED 097 402.

The purposes of the study are: (1) to provide a description of alternative programs within public high schools, (2) to compile a written history of these programs, (3) to provide information necessary to compare innovations in alternative schools within and without public school systems, and (4) to collect and disseminate information about alternative programs. The report is organized into sections which describe each of the eight programs studied. Preceding this is Section 1 which gives the background, describes the procedures, gives an overview of public school alternatives nationally and those in Cleveland not included

in the in-depth study, and contains conclusions and recommendations of the project director. Alternative programs studied in depth include: (1) Beachwood City Schools: Concept One; (2) Berea City Schools: The Roaring 100's; (3) Cleveland-Heights-University Heights City Schools: New School; (4),(5) The Cleveland Public Schools: The Woodland Job Center, The Work-Study Program; (6) Mayfield City Schools: Early Graduation Program, A Prototype; (7) Parma City Schools: Education Through Inquiry; and (8) Shaker City Schools: Catalyst. Results were organized under the following chapter headings: Introduction and Background, Data, Program, Student and Teacher Interviews, and School's Self-Evaluations, Problems, and Impact. A summary report is also included.

61. Willard, Richard W.; Glick, Leonard J. Alternative Uses of the Delphi Technique in Evaluating Alternative Schools. March 31, 1975. 10 pages. Paper presented at the American Educational Research Association Annual Meeting (Washington, D.C., March 31-April 4, 1975). ED 105 551.

The Delphi technique was used as one instrument in an evaluation of the Ruppert Education Center, an alternative high school. One of its contributions stemmed from its conventional use as a way to assess goal priorities of school policy-makers. In addition it helped to (1) focus the evaluation; (2) assess community interest, knowledge and participation; (3) measure the congruence between the priorities of the faculty and policy-makers; and (4) clarify and operationalize goals. Used resourcefully, the Delphi technique is a productive evaluation instrument.

62. Wong, Daisy, and others. Lower East Side Preparatory School, 1972-1973. Final Report. New York, New York: Teaching and Learning Research Corporation, 1973. 36 pages. ED 094 059.

The Lower East Side Preparatory School's main goal was to provide basic educational requirements for graduation with improved self-image among students who are dropouts/returnees from the lower east side. Because of the school's location it included the Chinatown area. The student population consisted principally of dropouts with poor academic skills from public high schools, below the age of 21, living in the lower east side community; 60 percent of them were of Chinese ethnic background and fell below high school levels in grade equivalency on a standardized testing of reading comprehension. Average class size was 15 students. Students received guidance services of the Community Liaison worker staff. Students were provided with additional tutoring, visits to cultural and business organizations, and other special activities. A students who remained at the Urban Prep School through his course of study, would receive full credit toward his diploma from a cooperating public high school or from the Dalton school. Learning laboratory

facilities were provided utilizing multimedia and programmed instructional materials. Major subjects were: English, language arts, social studies, mathematics, and sciences.

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